DOCUMENT RESUME

ED 139 703 SO 010 058

TITLE	Valuing: A Discussion Guide. A Project Search Development, The Humanities Series.
INSTITUTION	State Univ. of New York, Albany. Office of the Regents.
SPONS AGENCY	John D. Rockefeller, 3d Fund, New York, N.Y.
PUB DATE	76
NOTE	146p.
EDRS PRICE	MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS	Decision Making; Decision Making Skills; Discussion (Teaching Technique); *Discussion Groups; Guides; *Instructional Materials; *Parent Education; *Parent Workshops; *Problem Solving; Programed Instruction; Programed Materials; Secondary Education; Teacher Education; *Values
IDENTIFIERS	*Values Education

ABSTRACT

This discussion guide will help groups of teachers, parents, and high school students learn about the importance of values and the role of education in the study of values. Several techniques are presented by which educators can design classroom experiences around the process of valuing. A major objective of the guide is to assure parents of the nonthreatning aspects of valuing. The guide uses some features of programmed learning with experiential workshop techniques. It is designed for groups of nine to 15 persons and will take between 6 to 8 hours to complete. All materials needed for the discussion are provided. Group participants sit in a circle. Each person reads a short selection from the guide and then passes it to the next person. Group participants are then presented with various problems where the valuing process can be used in the solution. Through discussion and using problem solving models, participants compare alternatives and weigh various options. Those participating also examine their own values about a number of issues by answering questions such as: How did you choose your courses or profession? How would you feel if you had a child of 16 and he wanted to leave school? At what age do children understand the concept of human dignity? (Author/RM)

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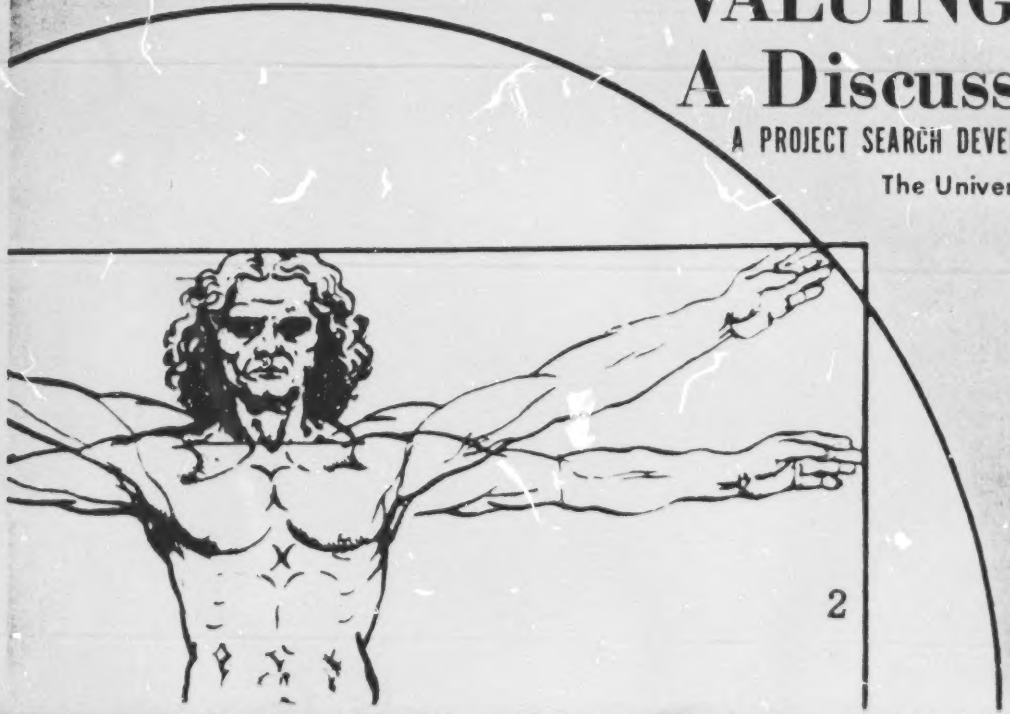
ED139703

VALUING
A Discussion Guide

A PROJECT SEARCH DEVELOPMENT

The University of the State of New York
The Board of Regents
Albany, New York 12234
1976



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THE HUMANITIES SERIES

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VALUES: Simulations for the Classroom

PROJECT SEARCH EVALUATION*

*Project SEARCH Developments, with support from the JDR 3rd Fund, the Alliance for Arts Education and Title III of the Elementary and Secondary Education Act.

The need to humanize education defines a vital educational goal. Few schools have succeeded in developing learning environments humanistic in process, in content, or in perspectives. The Humanities Series addresses aspects of concern related to the value commitments open to each individual and to the consequences such choices have on the individual and on others.

The basic values which undergird the American way of life and which have guided the actions of people for centuries are being severely tested in an era of rapid technological change, social readjustment, and population expansion. The shattering impacts of these changes are most visible among the young. Schools, to be successful in helping young people develop values that will give them a sense of direction, must offer opportunities for students to make wise choices from among alternatives.

Reasoning, affect and interdisciplinary learning are seen as supporting the process approaches to values development. These concepts cover a very broad range of human activity. The purpose of the Humanities Series is to help teachers design student learning experiences related to these categories. In addition, humanities education seeks to support these four objectives through three major strategies:

1. PROCESS APPROACH: Humanities education sees a compelling need to develop an educational approach based on adaptable process skills. These skills include the individual's perceptual, motor, affective, cognitive and social interaction skills.

2. UTILIZING COMMUNITY CULTURAL RESOURCES: Any system of education which represents a marked departure from traditional learning will fail if it ignores the community's needs, resources and aspirations. School and community must be integrally related both in planning and implementing educational change.

3. INDIVIDUALIZED INSTRUCTION: Humanistic education focuses on the worth of the individual, on the self-actualization of each girl or boy. Implicit in the program are varied opportunities for each student to participate in sequenced learning experiences adapted to individual capacities and responsive to individual interests.

Project SEARCH, a consortium of school districts in New York State (1971-75), developed in-service staff programs, curricula and student learning experiences based on the four objectives and three strategies.

Charles J. Trupia, Supervisor
Humanities and Performing Arts Unit

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PREFACE

This Guide is designed for groups of teachers, parents and high school students to learn more about the importance of values, the role of education in the study of values, and several techniques by which educators can design classroom experiences around the processes of valuing. This Guide has been found to reassure parents, in particular, of the non-threatening aspects of valuing.

Project SEARCH is grateful to David S. Abbey, Evaluation Research Limited, Toronto, Ontario, for the development of this Guide. We are indebted to several theorists in this program. They include Clive Beck, E. Paul Torrance, Eric Berne and Thomas Harris.

Katherine V. King and William R. Clauss, Associates in Humanities Education, prepared this publication for printing.

NOTES TO THE CONVENER OR ORGANIZER OF THIS STUDY GROUP

1. This program is designed for groups of nine to fifteen persons
2. It combines some features of programmed learning with experiential workshop techniques
3. It will take between six and eights hours to complete the program
4. It is possible to break up the time into smaller sessions by taking breaks after finishing these pages:
   (a) Page 29
   (b) Page 54
   (c) Page 72
5. To start the program, turn to page 1

READ THIS PAGE OUT LOUD

This book is designed as a discussion guide. There is no leader for our group -- we use this book to help us organize our time together. After I am through reading this page, I am going to turn to the next page and pass the book to the person on my left. If you see material written which is in capital letters, don't read it out loud. Read the lower case material out loud.

DON'T READ THIS: PASS THE BOOK

1.

READ THIS PAGE OUT LOUD

In order to get started, we should be seated in a circle or around the outside of a table. Since we will be passing the book or other materials to one another, it will help to close up the circle or to remove any empty chairs between us.

NOW: STOP READING OUT LOUD
TURN THE PAGE AND PASS THE
BOOK TO THE PERSON ON YOUR LEFT.

READ THIS PAGE OUT LOUD

When I am finished reading, I'll pass the book to the person on my left so that he or she can turn to the next page and read it to us. This is the way we use this book -- by reading each page, doing what is suggested on it, and then giving the book to the next person in our group.

(NOW TURN THE PAGE AND PASS THE BOOK)

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This discussion guide was designed to be used by people who may not know one another. In case all of us don't know each other, let's go around the group and give our names. I'll start. My name is _____.

WHEN EVERYONE HAS GIVEN HIS/HER NAME, TURN THE PAGE AND PASS THE BOOK TO YOUR LEFT.

This discussion guide was designed to be used by teachers, parents and students. If people from more than one of these groups are present now, let's be sure they're not all sitting side-by-side. (Shift chairs with someone.) Our discussion is not going to be a matter of taking sides or representing a group point of view.

PASS THE BOOK

This program is about valuing.

Valuing is a process that involves making choices and decisions. The valuing process is the basis for many of our actions in which ideas of right and wrong or good and bad are involved. And the same process is the basis of making decisions about voting, about helping others, or about spending money.

PASS THE BOOK

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The purpose of this program is to describe the valuing process and to help us to experience this process in a group.

PASS THE BOOK

As a group, we will have an opportunity to look at the valuing process in two ways. We will see the process in the abstract, and we will see how the process can be applied.

Valuing is the name of one way of solving problems. It is not the only way, nor even the best for every problem that comes along.

PASS THE BOOK

So far we have not had much discussion, even though this book calls itself a "discussion guide." It might be useful at this point to see how it feels to be reading aloud to one another. I'll start,

"When I read aloud from this book, I feel . . . . . ."

(GIVE EACH PERSON IN THE GROUP A CHANCE TO SHARE HIS OR HER FEELINGS. THEN, PASS THE BOOK.)

This program is designed for use by many different kinds of groups. There may be times when our discussion takes us off in directions that seem unrelated to the original question.

When this happens, we should let our own interests and the amount of time we have dictate when to return to this book.

PASS THE BOOK

Let's go back to the valuing process. Here is a description of a problem situation. Listen to it carefully.

> "A teacher of literature realizes that many of her top students have not read the assigned books. It is just before graduation and if she gives them the mark she feels they deserve, many of them may not graduate when they expect to."

Does anyone want me to read this again?

PASS THE BOOK

What could the teacher do?

(LET THE DISCUSSION GO ON FOR NO LONGER THAN FIVE MINUTES, THEN READ OUT LOUD:)

This has been an example of a problem where the valuing process might be used in the solution.

Now let's look at another type of problem.

PASS THE BOOK

I'm going to describe another situation that we might consider:

> "Two local swimmers, one aged fourteen, the other seventeen, have recorded the same times in their last two meetings. A selection committee to send one of these students to the national championships is being formed and you have been asked to serve on it."

Does anyone want me to read this again?

PASS THE BOOK

22

Which one of these two students would you choose

to send to the championship race?

LET THE DISCUSSION GO ON FOR NO LONGER THAN FIVE MINUTES. AT THE END OF FIVE MINUTES, INTERRUPT THE DISCUSSION AND TELL THE GROUP THAT:

- both athletes are girls
- both have equal grade standings
- the fourteen year old has trained for 2 years
- the seventeen year old has trained for 4 years

THEN, PLEASE PASS THE BOOK

23

Now that we have this additional information, does anyone want to change their opinion of who should be sent? ASK: Why? DISCUSS: 2-3 MINUTES.
Is anyone more certain that his original decision was correct? ASK: Why? DISCUSS: 2-3 MINUTES.

PASS THE BOOK

The discussions we have just been having probably have the valuing process at their roots.

Before going on, let's look at Figure 1 in the Figures Book. There are several copies of the Figures Book and they can be shared among us. Figure 1 presents the six basic steps in the valuing process.

(Figure 1, see page 89)

Our first example of the teacher confronted with students who had not done their assigned reading might not pose a problem for some teachers, nor some parents, nor even some students. Their response to "What could the teacher do?" would be automatic. Some would say, "They haven't done the work--fail them!" Others would say, "Pass them. They've come this far, they deserve to graduate."

PASS THE BOOK

In our second example, some would solve the problem in an equally automatic manner. Their reasons for selecting the older student might be stated in these terms:

"Experience will pay off."
or "It's probably her last chance."
or "She deserves it, she's worked for it."

Others' reasons for selecting the younger student might be:

"She can use the experience."
or "Always give a youngster a break."
or "Let her prove herself early."

PASS THE BOOK

These automatic choices or decisions may be based on a consideration of many factors. In fact, the decision might be based on years of experience so that the statements we just heard could be a very short summary of the results of many experiences. On the other hand, without knowing who made these statements, we might feel that the reasons were relatively simple. If we were being highly critical, we might say they were simply cliches or "cop-outs."

PASS THE BOOK

Let's take the problem of which swimmer to select and look at it in the light of the valuing process as shown in Figure 1. At the moment, steps 5 and 6 probably do not apply. However, in making a rational decision about such a selection, how would steps 1 thru 4 be applied?

ALLOW UP TO FIVE MINUTES FOR DISCUSSION, THEN...

PASS THE BOOK

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The valuing process is a part of a style of life. The bigot, the prejudiced person, or the person who operates on the basis of stereotypes has no use for valuing. Valuing asks him to question the basis for his choices. Valuing asks him to predict the consequences of his choices and to pay attention to these results. Valuing leads to free choice, not to rigid reactions.

PASS THE BOOK

30

In this program, we will see how the valuing process is learned and how it is used in many different situations.

To start with, let's look at Figure 2.

WAIT UNTIL EVERYONE CAN SEE FIGURE 2.

The topics shown in Figure 2 are ones which have concerned many children and adults during the past. It is likely that some of us in this group have also thought about them.

PASS THE BOOK

(Figure 2, see page 90)

Let's take a few minutes to see when each of us first became aware of the fact that we might have some personal choice in one of these very important areas:

Let's go around the group, starting with the person on my left, and let's focus on number 10, "Career decisions."

Could you tell us when you first began to realize there might be choices open to you? How old were you and can you remember what you thought about at the time?

HOLD THE BOOK UNTIL EACH PERSON IN THE GROUP (INCLUDING YOU) HAS COMMENTED ON THESE QUESTIONS AND THEN...

PASS THE BOOK

What we all went through -- or what we may still be going through -- is usually a very intense set of judgments. For some the choice is easy: they do what Father did. For others there is an awareness of choice: they can do what Father did, or they can consider other alternatives. Let's look at a completely different problem that could also have the valuing process built into its solution.

PASS THE BOOK

33

In order to look at this problem, you need to divide yourselves up into groups of three so that you can talk together. I'll stay here with this program so that I can continue to read instructions.

IF THERE IS AN EXTRA INDIVIDUAL (OR TWO) HAVE HIM (THEM) JOIN ONE OF THE OTHER TRIOS.

I would like one person in each trio to play the role of an eleven-year-old student. Would you please decide who will be the student--the others in the group are going to play the parts of teachers and parents.

DO NOT PASS THE BOOK. TURN THE PAGE AND CONTINUE READING.

Would those playing the student please raise your hand.

WHEN EACH GROUP HAS ELECTED ITS STUDENT, READ...

Now would you decide on one person in the group who will be the teacher. (WAIT ONE OR TWO MINUTES) Would those in the teacher role please raise your hand. (CHECK TO SEE IF EACH GROUP HAS A TEACHER.)

The rest of you in each group will play the role of the student's parent or parents.

Now listen to the problem situation and how it should be approached.

DO NOT PASS THE BOOK. TURN THE PAGE AND KEEP READING.

"The student, who is eleven years old, looks at least fifteen and wants desperately to go with his older friends to a music festival which is being held in a nearby rural community. The trip will be made by car which is being provided by the father of one of the other students. The festival starts on a Friday at 6 p.m. and concludes Monday at noon."

Does anyone want me to read this scene again?

Here are your roles:

As the student, you want to attend the entire festival and will counter any objection raised to your trip. Try to begin every sentence you make with the words "Yes, but ..." That is, offer a counter argument to everything.

As the teacher, try to get the student to consider other activities which the school might provide for entertainment during that same period.

As the parent, ask to be convinced that your child can handle this type of weekend, or use any other argument that occurs to you to fully examine the possibilities and alternatives.

You have about ten minutes to spend on this.

JOIN ONE OF THE GROUPS AS A PARENT OR TEACHER IF YOU WISH. AFTER ABOUT TEN MINUTES READ:

Let's form our circle again. Would the person playing the student from each group please tell us whether he might have been persuaded by any of the arguments he heard and, if so, why or why not?

WAIT UNTIL EACH "STUDENT" HAS COMMENTED.

Would the teachers from each group tell us about the alternatives that they offered and what happened to them.

WAIT UNTIL EACH "TEACHER" HAS COMMENTED.

Now let's hear what success the parents had in getting their children to examine alternatives.

WAIT UNTIL EACH "PARENT" HAS COMMENTED, THEN...

PASS THE BOOK

Now it's time to de-role and describe some of your feelings.

Would each of you who took the role of a student tell us how it felt. I'd like you each to begin your description by saying, "When I was in the role of the student, I felt....."

WAIT UNTIL EACH HAS ANSWERED, THEN READ:

Would those of you who played the part of the parent tell us how it felt trying to persuade the student in your group. I'd like each of you to begin your description with these words, "When I was in the role of the parent, I felt....."

WAIT UNTIL EACH HAS ANSWERED, THEN READ:

Finally, would those of you who played the teacher tell us how you felt. Begin with, "When I was in the role of the teacher, I felt....."

AFTER EVERYONE HAS FINISHED, THANK THE GROUP, TURN THE PAGE, AND PASS THE BOOK.

The process we have just experienced was intended to remind us of how difficult it is to reason with someone whose approach is fixed or who refuses to examine alternatives or consequences. We are not born with the ability to engage in valuing. It is a skill that can develop as we grow and as we experience different problems. In the next section of this program we will see how children of different ages come into contact with problems and how they tend to solve them.

END FIRST SESSION OR PASS THE BOOK AND CONTINUE

A very young child, one aged five or six, is not likely to be concerned with questions of civil liberties. On the other hand, the teen-ager has likely passed the point where he expects a spanking as the result of breaking a parental rule. Small children are frequently very concerned with what their parents feel they should or shouldn't do.

PASS THE BOOK

In Figure 3 there is a list of five types of values which can be discussed with children and students of various ages. This figure does not mean that children of age 11 are not concerned with personal and social values. It means that the interests and abilities of most students to deal with these issues tend to follow an order similar to the one we see here.

PASS THE BOOK

(Figure 3, see page 91)

I'd like to repeat what was just said. At each of the age levels shown in Figure 3, children or young adults tend to be most interested in the problem areas described as "Types of Values." As we grow older, our concerns tend to move out to larger and larger questions.

PASS THE BOOK

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Now let's look at Figure 4. In this figure we have seven topics which might be of interest to children of ages 5 to 9. Using each one of these topics, it is possible to examine the valuing process to see how it might be applied. Remember that the valuing process has six steps: recognizing a need for choice; identifying alternatives; analyzing consequences of each alternative; choosing from among the alternatives; internalizing or accepting the choice and the reasons for it; and re-evaluating the choice after seeing the results of our actions.

PASS THE BOOK

43

(Figure 4, see page 92)

Consider the first topic from our list of personal and social values. This is the question of "helping other people." For some children this is automatic--they help whenever they see the need. For others, giving help depends on a number of factors: who is it that needs the help; how much is it needed; what are the risks in giving the help; what are the rewards. Which kind of child or student do each of us in this group want to see developed in our schools?

PASS THE BOOK

Do we want to contribute to the development of a student who gives help without question or do we want to contribute towards a more thoughtful approach? The first is spontaneous; the second is analytic.

In order to put the valuing process into operation for ourselves, let's approach this question of giving help to others.

PASS THE BOOK

We just heard the claim that there are two approaches towards giving help. One approach is spontaneous--when help is needed it is given without question. The second approach was called analytic or thoughtful--help is given only after considering the risks and the rewards of giving the help. A society or a school system could be designed to encourage either of these approaches. Would it matter which approach was encouraged? DISCUSS THIS FOR THREE OR FOUR MINUTES, THEN...

PASS THE BOOK

The fact that we have discussed the question at all means that there must be some concern over the answer. We might say that we discussed the question because this program said we should, but this is unlikely. We can assume, then, that a discussion like this has come from a recognition of a need to choose. "Recognition of a need for choice" is the first step in the valuing process.

PASS THE BOOK

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Let's assume that no one is totally spontaneous about giving help to others. Does it follow that everyone always analyzes situations before giving help?

ASK THOSE IN THE GROUP WHO SAY "NO" THE FOLLOWING:

"When someone asks you for help, how do you decide whether to give it or not?"

WAIT FOR THE ANSWERS, THEN ...

PASS THE BOOK

Most of us probably make our decisions about giving help by looking at who is asking for it, what is wanted, and whether we can do it. Frequently we also ask ourselves, "What will happen if I don't help?" We may also wonder, "Can I get someone else to do what is being asked?"

PASS THE BOOK

Wondering whether we can get someone else to do it means we are considering an alternative. Wondering what will happen if we don't give the help that is asked for means we are checking out a consequence. Frequently, we may feel that if a consequence is harsh or severe enough that we have no choice. Do you agree? Do we lose our freedom of choice if there are undesirable consequences for some of our alternatives?

DISCUSS FOR A FEW MINUTES, THEN ...

PASS THE BOOK

TURN TO THE PERSON ON YOUR LEFT AND READ THE FOLLOWING TO HIM (HER):

When a system--whether it is a school, or a home, or a society--uses force or punishment as a consequence for breaking rules, what may happen to children's ability to engage in the valuing process?

WAIT UNTIL HE OR SHE ANSWERS THEN ASK:

Does anyone else want to comment on this question?

ALLOW UP TO TEN MINUTES, THEN ...

PASS THE BOOK

ASK AT LEAST THREE DIFFERENT PEOPLE IN THE GROUP TO REPLY TO THE FOLLOWING:

Will you tell us whether <u>your</u> teachers encouraged you to examine the sorts of topics listed in Figure 4 when you were young? Can you recall any instances where you were helped to look at alternatives in light of consequences?

AFTER THESE THREE HAVE ANSWERED, ASK:

Would anyone else like to recall his or her experiences for us?

ALLOW OTHERS TO ANSWER, THEN ...

PASS THE BOOK

From your own experiences, can you suggest other topics to one another which you feel children of this age enjoy discussing or which you are sure are of interest or concern to them?

WAIT UNTIL GROUP MEMBERS HAVE EXCHANGED ANY IDEAS THEN...

PASS THE BOOK

Turn to Figure 5 now, and we can examine value questions that are of interest to students at ages 10 and 11. There is no hard-and-fast line around these age levels. The groupings suggested here are those that have been useful in designing courses for the study of moral reasoning.

PASS THE BOOK

(Figure 5, see page 93)

The fifth topic in Figure 5 provides an interesting vehicle for studying the valuing process. Listen to the following press release and imagine that you were reading it to a group of ten-year-olds.

> "In an attempt to offset the shortage of fresh water in several large cities, State plans are being completed to dam major rivers, thus creating artificial lakes as reservoirs. Naturalists complain that the wildlife in these areas is not able to adjust and will be severely affected. In several cases, whole villages may have to be moved to higher ground--leaving farms and traditions behind them."

Now, imagine that you want to use this news item as the basis for discussing conflicts of interest. How would you approach it? What is the first question you would ask your students? Remember, we want to have them use the valuing process.

WAIT UNTIL SEVERAL SUGGESTIONS HAVE BEEN MADE, THEN ...

PASS THE BOOK

The first questions should heighten awareness of the kinds of conflicts involved. For example, we might ask, "If the cities do not get water, what will happen to their population--But what about the lives of those in the villages?" Or we could ask, "If the rivers aren't used, how else will the cities survive--But what about the claims that the wildlife may be destroyed?"

PASS THE BOOK

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This line of questioning could lead to a discussion of alternatives, possible consequences, and the kinds of choices that seem most reasonable in light of the public needs and the personal values of the people involved. Newspapers provide an excellent source of information for study using the valuing process. Frequently, the valuing process of the editor or writer can be inferred if the students can examine different versions of the same events.

PASS THE BOOK

Before going to the next group of topics which are more personal, does anyone want to suggest other social problems which might be included in list B in Figure 5?

WAIT FOR ANY IDEAS TO BE EXAMINED.

If we look at Figure 6 now, we'll find a list of topics involving personal decision-making that might be of particular interest to the 12 and 13 year old student.

PASS THE BOOK

(Figure 6, see page 94)

We can extend the list in Figure 6 by considering the problems that confronted us at this age. Many physical, social and emotional changes hit the student as he goes through puberty and makes major changes in his life-style. Each of the topics in Figure 6 can be approached from a valuing standpoint even though it is sometimes difficult to be rational about highly charged emotional problems.

PASS THE BOOK

Pre-teens are frequently confronted with drives and needs which they find difficult to express. When their questions about these are met with blanket disapproval or embarrassed silence, they have the additional pressure of not being able to explore reasons, alternatives or consequences. For example, the adolescent who asks when he can try alcohol may be met with a reply like, "When I say so" or "When the law lets you."

PASS THE BOOK

Neither of these replies encourages valuing. Valuing implies openness to questioning and this places demands on teachers and parents. The child--or the adult--who learns the valuing technique will ask for reasons which are based on more than obedience to authority or adherence to ritual. This becomes even more apparent when we move up to the next age level and look at the topics listed in Figure 7.

Remember, some of these topics are of interest earlier in life, but not with the same intensity.

PASS THE BOOK

(Figure 7, see page 95)

Students in this age group are testing their personal integrity and their personal strengths and weaknesses. They are looking for meaning in what they see and hear around them. They are looking for a sense of personal worth. World-wide problems and issues are attractive because of their scope and importance. However, a great deal of disillusionment frequently arises as the student compares his individual strength against the size of the issues which attract him.

PASS THE BOOK

Introduction of the valuing process for this age group can lead to extensive research projects for both individuals and groups. At a more personal level, the kind of action which students take on important questions may frequently be influenced as a result of engaging in valuing. For example, a decision to work in volunteer agencies may be the result of a careful study of alternatives and known or projected consequences.

PASS THE BOOK

Before going on I would like each of you to add one topic to the list in Figure 7 or give a specific example for some of the topics used. See if you can think of some specific issues -- perhaps those covered by the mass media -- where students or youth of this age are expressing their concerns about human issues.

WAIT UNTIL EACH MEMBER HAS GIVEN HIS ADDITION (OR UNTIL THERE ARE NO MORE SUGGESTED), THEN ...

END SECOND SESSION OR PASS THE BOOK AND CONTINUE

I would like to divide the group up into thirds. Would all of you who played the part of "students" a while ago please get together; all of you who were "teachers" please get into a group; all the rest of you were "parents."

For this next exercise, I would like you to keep your original roles, except that our students have suddenly aged so that they are now 17.

Imagine that you are all involved at the same school and that you have just learned that the administration is preparing to cut back expenses by reducing the athletic program of your school. Their announcement of this reads:

> "Unless additional sources of funds can be found from within the community, we will have no alternative except a drastic reduction (perhaps 50%) in our physical education and sports programs."

What is your response to this? That is, what action will you take? At the end of about ten minutes, I would like a spokesman from each group to present what you feel would be done by those whom you represent.

KEEP THIS BOOK FOR TEN MINUTES. JOIN WHICHEVER GROUP YOU WISH; THEN AT THE END OF THE TEN MINUTES PASS THE BOOK TO THE PERSON YOU NORMALLY GIVE IT TO.

Let's stay in our three groups.

Could we hear from the "students" first?
What action would you take?
What alternatives did you consider?
What did you feel would be the consequences of the alternatives you rejected?
Please start your answers with,
"As students, we decided....."

Could we hear from the "parents" next?
What action would you take?
What alternatives did you consider?
What kinds of consequences did you reject?
Please start your answers with,
"As parents, we decided....."

Now, let's hear from the teachers.
What actions?
Which alternatives?
What consequences?
Please start your answers with,
"As teachers, we decided....."

KEEP THE BOOK; TURN THE PAGE

Are there any minority reports from any of the groups, or did you all agree to the actions described? Would anyone from any group like to suggest an alternative that wasn't considered by another group, or comment on any of the consequences that were suggested?

WAIT FOR ANY COMMENTS, THEN READ:

Fine, let's return to our original circle.

PASS THE BOOK

The exercise we have just been through involved you in taking the role of 17-year-old students. At this age, many students are deeply concerned about what is right or wrong; what is fair or unfair; where do we turn for ultimate standards, and so on.

We have simulated a valuing process that may be close to some of the actual problems which confront young adults in the educational system. Figure 8 lists some more of the topics which concern this age group.

PASS THE BOOK

The group of topics in Figure 8 is headed "Value Theory." The reason for including the word "Theory" is that at this age, many young people attempt to organize their thoughts and concerns in a systematic manner. They may seek out and read many theorists who write about social values. They may carry on long discussions about religion, politics, personal freedom and similar topics. It is an age at which many may put together a world view.

PASS THE BOOK

(Figure 8, see page 96)

In the statements that were just read, we heard these expressions, "may seek out," "may carry on long discussions," and "may put together a world view." The choice of the word "may" is not accidental. Not all 18 year olds care about very many of the issues listed in Figure 8. Not all 18 year olds are capable of dealing with valuing for many of the topics listed. Some may lack the necessary experiences to think of alternatives; some may have been trained to ignore or deny the possibility of choice; some may feel that they are simply victims of society and reject the efforts to engage in valuing.

PASS THE BOOK

If what we just heard sounded bleak and pessimistic, this is not what was intended. It was meant to remind us that many of the children and youth have experienced backgrounds that deny or reject choice. Part of our task in this program is to look at ways of encouraging the valuing process. It is a simple matter to teach someone the names of the six steps. It is more difficult to help them to use the process.

PASS THE BOOK

We should also pause for a moment to consider the very young child. Many children at age 8 may be ready and eager to engage in the give-and-take of selecting among alternatives. Other children at this same age may not have reached the stage of mental growth where they can handle several alternatives and make judgments among these. Valuing is like many other problem-solving tasks. It requires a certain minimum level of experience and I.Q.

PASS THE BOOK

Let me follow that last statement with another way of talking about valuing. Up to now, we have treated the valuing process as a very rigid procedure. We have heard it described in this program in ways that make it sound like a highly verbal task. However, many people can consider alternatives and make choices without being able to say precisely why they did what they did. They are reacting at a non-verbal or emotional level.

PASS THE BOOK

This program is not an argument for

purely logical, unemotional responses.

PASS THE BOOK

This program is not an argument for

rigid problem solving.

PASS THE BOOK

This program is not an argument for

purely emotional solutions to problems.

PASS THE BOOK

If we believe that this program is saying, "Use the valuing process to solve all of your problems!" or that it is saying, "The valuing process is the best approach to all questions," then the program has failed.

This program is trying to say that whenever possible we should be aware of choice. We can choose to use the valuing process or we can operate according to tradition or instructions.

PASS THE BOOK

In a way, this program is saying, "Teach children that there is a choice in most matters and that the valuing process is one way of making that choice."

PASS THE BOOK

Up to this point, we have worked through this program with very little choice. Now we have an opportunity to determine which direction we want to take and what we want to study. If we turn to Figure 9, we will see a sort of road map that shows us where we have been, where we are now and offers us some alternatives for the future. We will have to work out our own way of deciding what to do at this point.

PASS THE BOOK

(Figure 9, see page 97)

Don't panic! Figure 9 is less complicated than setting an automatic timer on a stove or teaching someone how to play Monopoly. It starts in the upper left-hand corner at the word "Start." Follow the arrows through the boxes to see where we've been. Now we are at Figure 9, and our choice point is coming up. The choice is quite simple. Do we want to continue straight through to the end of this program or do we want to cover one or two additional topics?

PASS THE BOOK

80

It will take the least time to turn the page and complete the program. If we do this, we will spend about 30 minutes looking at how to create a climate for valuing; and at some ways of giving feedback or responding to others. If we want additional exercises in applying the valuing process, we go to the Exercise Book. There are two parts to the Exercise Book, and we can do either or both of these. The names of these exercises are shown in Figure 9. It will take approximately 30 minutes to do each of these.

PASS THE BOOK

(Exercise Book, see page 106)

We must make a decision now between two alternatives:

We can continue in this book to the end of the program

or we can do some work with the Exercise Book and then

return to this book.

WAIT UNTIL A DECISION HAS BEEN REACHED.

1. IF THE GROUP DECIDES TO CONTINUE IN THIS BOOK NOW...PASS THE BOOK.

2. IF THE GROUP DECIDES TO LOOK AT THE EXERCISES, CLOSE THIS BOOK AND OPEN THE EXERCISE BOOK.

THIRD SESSION MAY END AT THIS POINT

I would like each of the three persons on my right to give us at least one way of encouraging a child to engage in valuing.

IF THEY HAVE DIFFICULTY, THEN ASK THE NEXT PERSON TO THEIR RIGHT. THEN...

PASS THE BOOK

A person can be helped to engage in valuing in many ways. In the classroom and at home, there are several things that can be done to set a climate in which valuing is more likely to occur.

Turn to Figure 10 for a list of these.

PASS THE BOOK

(Figure 10, see page 98)

Take time to read all of these steps, especially numbers four and five. (WAIT A MOMENT OR TWO, THEN READ.) These last two steps suggest that not all attempts at valuing need to be evaluated or judged. Groups of children or young adults can provide a greal deal of feedback or evaluation for one another. Valuing comes with practice.

PASS THE BOOK

Let's look at the problem that is posed for the person attempting to teach valuing and to set the proper climate. The first two factors listed in Figure 10 ask that "respect" be shown. The third factor asks that we "show that the student's ideas are worthwhile." In other words, show that we accept questions and ideas.

PASS THE BOOK

We show that we accept questions and ideas.

ASK THE PERSON ON YOUR LEFT:

Do we accept questions and ideas even if we disagree with them or feel they are not really useful?

WAIT FOR AN ANSWER, THEN ASK THE PERSON TO YOUR RIGHT:

What happens to a child if we reject ideas that we feel will not solve a problem?

ASK THE REST OF THE GROUP:

Does anyone want to comment on either of these answers before we go on?

PASS THE BOOK

I'm going to read a pair of very positive statements to you. Imagine that you have just given me an answer to a problem and that what you hear is this:

That's a very creative idea, thank you.

Here is another possible reaction to the same answer:

You're very creative, thank you.

Now let's listen to a number of other statements before analyzing what the difference is within each pair.

PASS THE BOOK

Here is another pair:

The first statement is, "You're a fine person for helping me."

The second statement is: "You're a fine person."

Another pair might be:

First, "Your contribution is certainly valuable to our success."

Second, "We're glad you're here."

Here's the last pair:

"That line of reasoning doesn't seem to be working."

"You're a dolt!"

PASS THE BOOK

Just to highlight what these examples have been aiming at, here is one more pair:

First sentence: "That answer is not only creative, but it is also likely to solve the problem."

Second sentence: "You're a genius!"

Now I'd like each of you to tell me something about the differences between the two statements in each pair. Let's go around the group starting on my left.

IF SOMEONE CANNOT GIVE AN ANSWER, ASK:

Would you rather have had the first or second statement said to you?

WAIT UNTIL EVERYONE HAS ANSWERED, THEN PASS THE BOOK

The pairs of statements we heard were designed to reflect one basic difference. The first statement in each pair was a comment on something you did, or thought, or said. The second statement in each pair was designed to comment more on you as a person than on what you had done.

PASS THE BOOK

Some personality theorists argue that, in general, people would rather hear something which is directed to them as a person rather than something directed to what they have done. A statement that comments on us as a person is "unconditional". A statement that comments on what we have done is "conditional".

PASS THE BOOK

When we feel accepted as a person, we can examine alternatives and take risks in choosing among them. When we feel we must always do well or be correct in order to be accepted, then taking risks or making choices is very difficult.

PASS THE BOOK

TURN TO THE PERSON ON YOUR RIGHT AND ASK,

What would you have put in Figure 10 for the sixth factor?

WAIT UNTIL YOU GET AN ANSWER, THEN READ,

One possible answer is, "Provide unconditional support whenever possible."

My own suggestion would be: _____

GIVE AN ANSWER, THEN...

...PASS THE BOOK

Creating a climate is easier for some than it is for others. Commenting in an unconditional way is also easier for some than for others. Here is a short exercise that is usually helpful in making us aware of what it is like to give or to receive an unconditional comment.

I'd like each person in the group to direct an unconditional statement to the person on his or her left. We are to comment on the person as a person -- not on what he or she does nor on how they look. I'll start and let's go around the group. If you want to pass when your turn comes up, that's O.K. If you want to comment in return, that's fine.

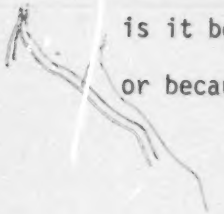
NOW ADDRESS THE PERSON ON YOUR LEFT. COMMENT ON HIM OR HER AS A PERSON -- NOT ON HOW HE LOOKS OR WHAT HE DOES. WAIT UNTIL THE GROUP HAS COMPLETED THE EXERCISE, THEN...

...PASS THE BOOK

Not all groups are able to do the exercise as it was described, and not everyone is able to give or to receive unconditional comments easily. It is a matter of individual interest and personality. How we use what we have just experienced is up to each of us. We will each have to engage in our own valuing process about this.

PASS THE BOOK

This is the final page of this program.
When this program was written, the author
had no way of knowing who would be in our
group. If the program has worked well,
is it because we were rigidly programmed,
or because we were able to make choices?



. . . END

FIGURES

Figure 1

Six basic steps in the valuing process

RECOGNITION	1. Recognition of need for choice
ALTERNATIVES	2. Identification of alternatives
CONSEQUENCES	3. Analysis of alternatives in light of consequences
CHOICE	4. Free choice among alternatives
INTERNALIZATION	5. Internalization into behavior
RE-EVALUATION	6. Re-evaluation of chosen alternatives in the light of new experiences

Figure 2

Topics to which the valuing process can be applied

1. Uses of atomic energy
2. Mercy killing
3. Honesty
4. Humane actions to an enemy
5. Capital punishment
6. Pollution
7. Abortion
8. Moral behavior
9. Religious observance
10. Career decision

. etc.
.
. etc.
.

Figure 3

Types of values which concern
various age groups

Age	Types of Values
5 - 9	A. Personal and Social Values in General
10 - 11	B. Human Relations (Social problems)
12 - 13	C. Decision-Making (Personal problems)
14 - 15	D. Human Issues in the World Today
16 - 18	E. Value Theory

Figure 4

Topics which may be introduced to children of ages 5 - 9

A. Personal and Social Values in General

1. Helping other people
2. The value of rules to ourselves and others
3. Exceptions to rules
4. Parent-child (teacher-pupil, pupil-pupil) relationships
5. The place of work in life
6. Valuable goals in life
7. Punishment and reward

Figure 5

Topics which may be introduced to students of ages 10 and 11

B. Human Relations (Social Problems)

1. The individual's need for other people
2. The place of laws, judges and police
3. The place of the inner group of relatives and friends
4. Differences in taste in our society and around the world
5. Settling conflicts of interest in society
6. Communications with peers and adults
7. Interpersonal relationships between sexes
8. Honesty

Figure 6

Topics which may be introduced to students of ages 12 and 13

C. Decision-Making (Personal Problems)

1. Alcohol and drugs
2. Sexual needs
3. The value of education (or specific courses)
4. Personal appearance (diet, exercise, dress)
5. Accepting authorities and advice
6. Personality differences and problems
7. The need to plan ahead

Figure 7

Topics which may be introduced to students of ages 14 and 15

D. Human Issues in the World Today

1. War and disarmament
2. Pollution and ecology
3. Women's liberation (including abortion)
4. Civil disobedience and civil liberties
5. International law and world government
6. Welfare schemes
7. Aid to underdeveloped people
8. Marriage, communal life
9. Rights of minorities of all kinds
10. Euthanasia and eugenics

Figure 8

Topics which may be introduced to students of ages 16, 17 and 18

E. Value Theory

1. Justice
2. Compromise
3. Ethics (absolute...situational)
4. Morality
5. Politics, law and morality
6. Business, economics and morality
7. Decision-making
8. Personal freedom and responsibility
9. Pleasure, conscience
10. Valuing

Figure 9

A Plan of This Program

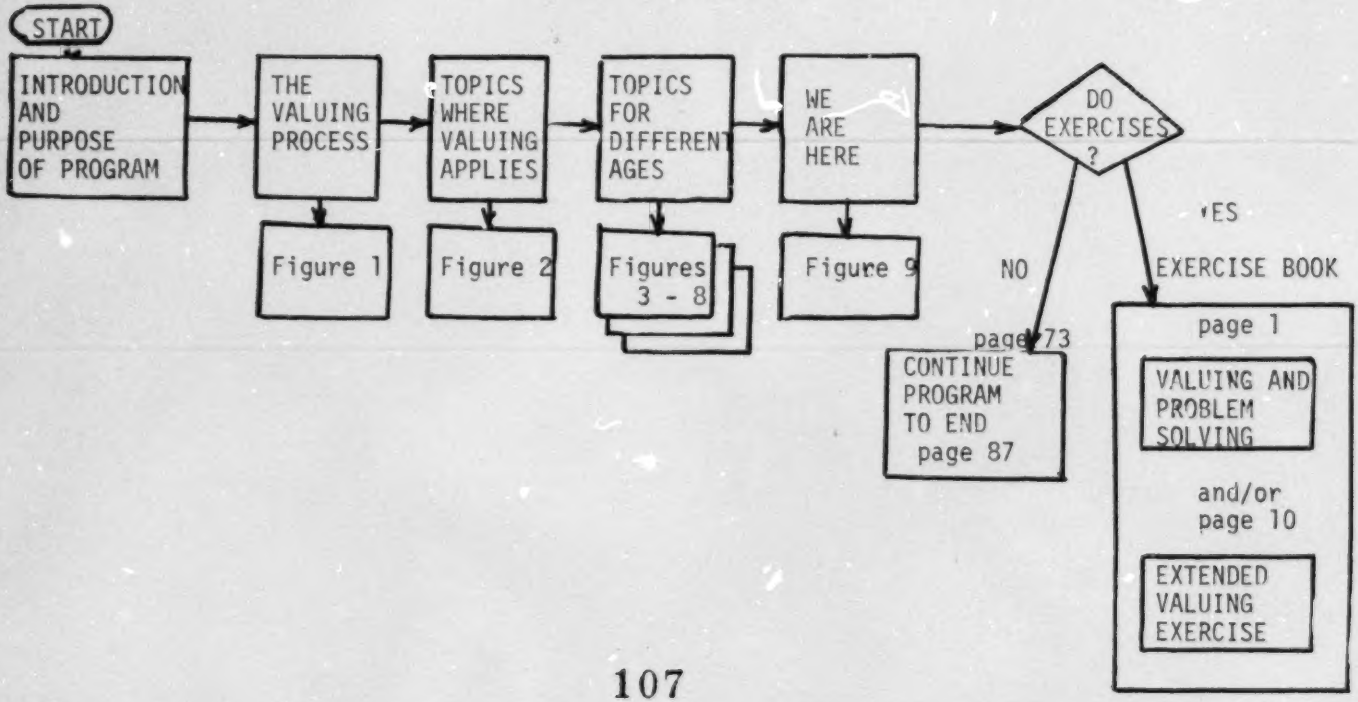
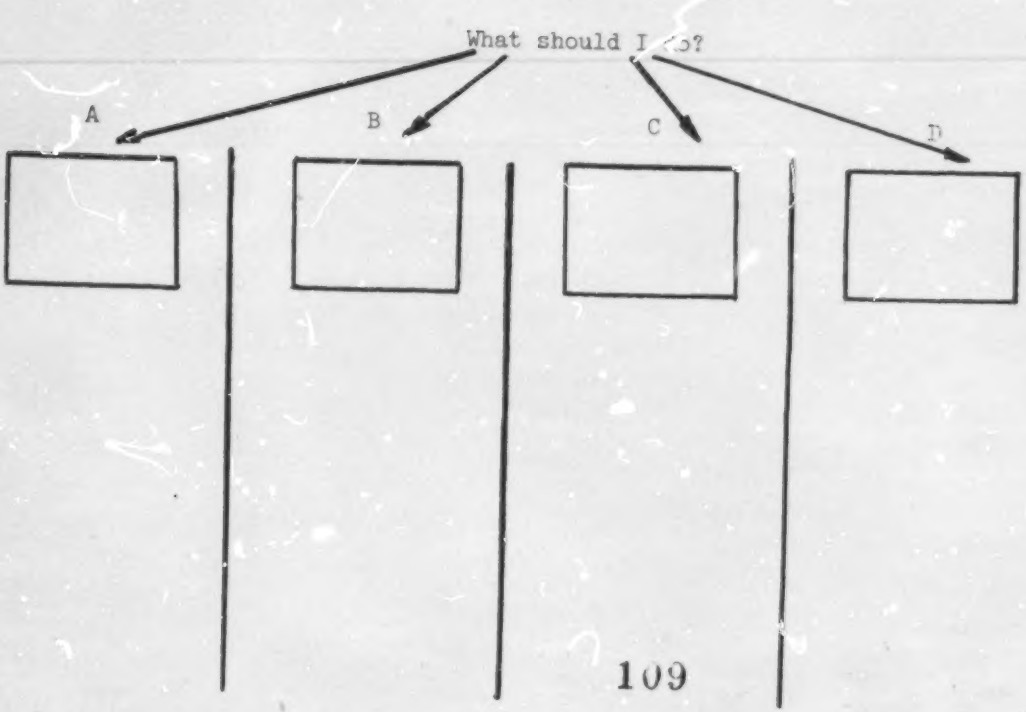


Figure 10

Creating a climate in which to teach valuing

1. Be respectful of unusual questions
2. Be respectful of unusual ideas and alternatives
3. Show that the students' ideas are worthwhile
4. Give credit for students' attempts to create or to solve valuing problems
5. Allow students to engage in some valuing exercises on their own, without evaluating their efforts
6. .....

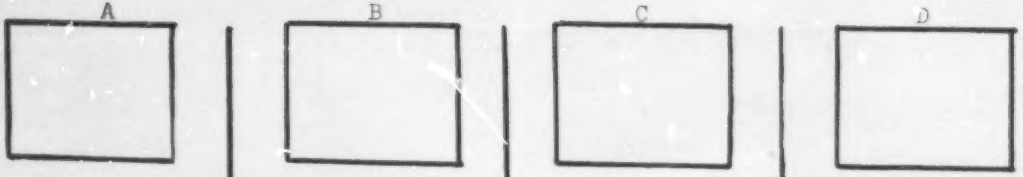
Figure 11



Question 1.

Alternatives 2.

Figure 12



Question 1.

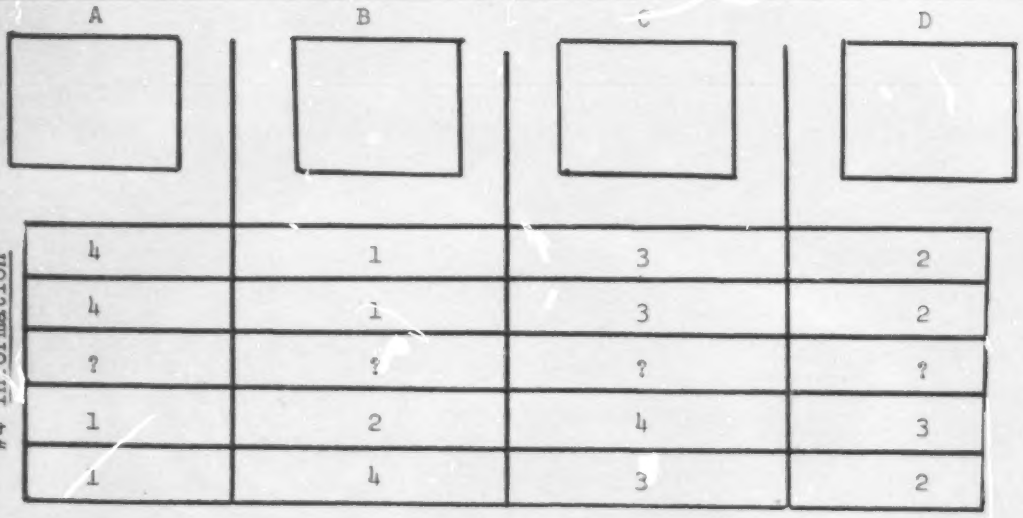
Alternatives 2.

Criteria 3.

a. Long-term security
b. Personal pleasure
c. Chance of success
d. Effect on parents
e. Immediate rewards
f.
g.
h.
etc.

Figure 13

What should I do?



Question	Stage #1
Alternative	#2
Criteria	#3
a. Long-term security	
b. Personal pleasure	
c. Chance of success	
d. Effect on parents	
e. Immediate awards	
Synthesis	#5
Conclusion	#6

101.

Figure 14

A comparison of the valuing process
and a general problem-solving model.

Valuing Process		General Problem-Solving Model
1. Recognize need for choice	=	1. Ask question
2. Identification of alternatives	=	2. Identification of alternatives
3. Analysis of alternatives in light of consequences	=	3. Establish criteria 4. Rank alternatives 5. Synthesis
4. Choice among alternatives	=	6. Conclusion (Choice)
5. Internalization		
6. Re-evaluation		

Figure 15

1. For each of the questions I felt that I had an immediate reply:

( )	( )	( )	( )	( )
Never	25%	50%	75%	Always

2. If all of the A questions had been addressed to me, I would have passed:

( )	( )	( )	( )	( )
Never	25%	50%	75%	Always

3. The following topic caused me the most personal effort or concern:

( ) A. Freedom of choice
( ) B. Responsibility to students and children
( ) C. Responsibility to myself
( ) D. Society's norms and rules

4. I found it harder to:

( ) A. Predict or describe what I would do (or did)
( ) B. Describe what my school as a whole does

Figure 16

5. Based on my experiences with this exercise, I feel that:

( ) A. Valuing is a more frequent process than I imagined;

( ) B. I can help others recognize when the valuing process is involved in a personal problem;

( ) C. The valuing process is an academic experience, not a "real" process;

( ) D. I could probably explain the valuing process in terms that an eight-year-old could understand;

( ) E. I could probably solve most valuing questions by using appropriate rules and regulations already established by authorities;

( ) F. Valuing is a natural process: very little instruction is really required.

104.

Figure 17

Positive Statements	Number in this group Assigning ranks: 1, 2 or 3
A. "frequent process"	( )
B. "help others recognize"	( )
D. "explain to eight-year-old"	( )

Total of 6 = perfect agreement with this exercise on positive statements.

Negative Statements	Ranks 4, 5 or 6
C. "academic exercise"	( )
E. "use rules..by authorities"	( )
F. "requires little instruction"	( )

Total of 15 = perfect agreement with this exercise on negative statements.

EXERCISES

Exercise 1

Valuing and a general problem-solving model

This exercise is a very structured one. It attempts to show how valuing can be approached as an example of problem solving. If we operated as highly efficient problem solvers, we might follow this model. However, as we will see, it involves more than we really need for many relatively simple problems.

PASS THE BOOK

I'd like the group to divide in half and move apart so that you can work independently.

WAIT UNTIL THIS IS DONE.

As the first step in the exercise, listen to the following:

> "A young student is required to pick an academic program for the coming years. His parents want him to enter a professional school in order to assure them that he will be financially successful in the future. His teachers and guidance counselors have told him repeatedly that his general performance probably is not high enough for admission to professional school. The student himself is not certain of whether or not he wants to continue in any form of formal education. He has many musical skills that give him a great deal of satisfaction and has been offered a job with a theatre company for the coming year."

Would anyone like me to repeat the story?

TURN THE PAGE

In the simplest of terms, the student is likely asking himself the question, "What should I do?"

Within your group, would you make a list of some alternatives that seem reasonable. In order for an alternative to be included in your list, at least two people should be willing to support it.

It will be helpful to look at Figure 11 before you start to list your alternatives.

Figure 11 shows only 4 alternatives -- A, B, C and D -- as answers to the question. Your group may wish to have more. It will be helpful to write them down as headings for columns regardless of how many you decide on. Take about six or seven minutes to do this.

JOIN ONE OF THE GROUPS IF YOU WISH,

WAIT FOR 6 or 7 MINUTES, THEN TURN THE PAGE

(Figure 11, see page 99)

Now that you have identified the alternatives for this question, we need to find a way of choosing among them.

In order for the student to make a choice, he has to think about the likely consequences of each alternative.

Then he must relate these consequences to one another in terms of some common criteria.

Now let's look at Figure 12.

This is identical to Figure 11 except that a new heading has been added at the right called "Criteria."

TURN THE PAGE

(Figure 12, see page 100)

The alternatives which confront the student are like apples and oranges. They are difficult to compare unless he compares them on some common basis like sweetness, or price, or food value.

The five criteria shown in Figure 12 do not exhaust the factors that the student might consider in comparing his alternatives.

Within your group, see if you want to add any other criteria on which you can compare your alternatives.

WAIT UNTIL BOTH GROUPS ARE FINISHED, THEN TURN THE PAGE.

The next step is to make the comparisons among the alternatives.

To do this, we need to find a way of judging the worth or payoff of each of our alternatives.

We do this by ranking the value of each alternative or each criteria.

Look at Figure 13 for an example.

Notice that on the line for "Long-term security" the numbers 4, 1, 3 and 2 have been written in. This means the the student felt that Alternative B gave the highest chance of long-term security, and so on.

TURN THE PAGE

(Figure 13, see page 101)

On the criteria of "Chance of Success" the student has been unable to rank the four alternatives, so he has put a question mark under each.

The final step shown in Figure 13 is to add up the rankings for each alternative. These totals are shown in the parentheses. This line is a Synthesis of all of the information in Table 13.

It is clear that Alternative B is the one which received the most preference. Remember that a rank of 1 was used for the highest or most valuable alternative.

Now rank each of your alternatives on each of your criteria and then obtain a total of ranks for each alternative.

WAIT UNTIL THIS IS COMPLETED, THEN TURN THE PAGE

As you see, this is a highly mechanical way of arriving at a basis of reaching a conclusion.

In this case, the Conclusion would be "Chose Alternative B."

We may feel a little uneasy about adding up numbers in order to reach a conclusion. The real benefit of using this model is that it helps us to state both alternatives and criteria. It also helps us to find a way of comparing many possible actions at once.

Before you compare the alternatives and the criteria which you generated in your groups, look at Figure 14.

As you can see, the problem solving model is a description of how we can go from step 3 to step 4 of the valuing process.

TURN THE PAGE

(Figure 14, see page 102)

To conclude this exercise, you may wish to examine the written material produced in the other group or perhaps you can elect a spokesman to describe the process your group went through and what conclusion it reached.

After that, if we want to do a second exercise we can do so by turning to the next page in this book.

IF THE GRO' ? DECIDES TO DO THE OTHER EXERCISE...

...PASS THE BOOK

IF THE GROUP DECIDES NOT TO DO THE OTHER EXERCISE READ,

To complete the original program, we should return to our original circle and open the "Valuing" book at page 73.

...PASS THE BOOK

ASK THE GROUP TO RETURN TO THE ORIGINAL CIRCLE.

Exercise No. 2

An Extended Valuing Exercise

This exercise asks us to examine our own values about a number of issues. If we do not feel ready to give an answer, we can pass when we have heard the question. Other people in the group can ask why we passed, but they cannot press us for answers.

PASS THE BOOK

126

Each page in this exercise has two questions on it. The person reading from the book will turn to the person on his or her left and ask the first question, labelled A. If the person hearing the question wants to pass, he says so -- but if he gives an answer to A, then he must answer the second question on that page.

PASS THE BOOK

This exercise will work best if group members allow answers to go unchallenged. The value of this exercise is that each person in the group can frame an answer for himself without having to justify it and he can compare this answer with the one given out loud. At the end of the exercise, there will be a short series of questions to help us summarize what we have learned about our values and how these relate to the valuing process.

PASS THE BOOK

128

TURN TO THE PERSON ON YOUR LEFT AND ASK "A":

A. How important is freedom of choice?

WAIT FOR THE ANSWER, THEN ASK "B"
(IF HE PASSES, TURN THE PAGE AND PASS HIM THE BOOK)

B. How would you feel if you had a child of 16 and he wanted to leave school?

WAIT FOR THE ANSWER: THEN...

...PASS THE BOOK

TURN TO THE PERSON ON YOUR LEFT AND ASK "A":

A. What do you consider to be the most important issue confronting students today?

WAIT FOR THE ANSWER, THEN ASK "B"
(IF HE PASSES, TURN THE PAGE AND PASS HIM THE BOOK)

B. What are you doing about that issue?

WAIT FOR THE ANSWER, THEN...

...PASS THE BOOK

ASK "A":

A. What are the most important factors in deciding upon one's course of study or profession?

WAIT FOR THE ANSWER, THEN ASK "B"
(IF HE PASSES, TURN THE PAGE AND PASS HIM THE BOOK)

B. How did you choose your courses or profession?

WAIT FOR THE ANSWER, THEN...

...PASS THE BOOK

ASK "A":

A. Do you think that schools should change regulations when the majority of parents or students object to them?

WAIT FOR THE ANSWER, THEN ASK "B"
(IF HE PASSES, TURN THE PAGE AND PASS HIM THE BOOK)

B. How would you decide whether or not to support a demand for changes? For example, suppose they demanded a particular course should be introduced?

WAIT FOR THE ANSWER, THEN...

...PASS THE BOOK

ASK "A":

A. Do you believe in encouraging children to be self-reliant and responsible?

WAIT FOR THE ANSWER, THEN ASK "B"
(IF HE PASSES, TURN THE PAGE AND PASS HIM THE BOOK)

B. What would you say to a ten year old who was intent on organizing a walk-out or strike among his classmates?

WAIT FOR THE ANSWER, THEN...

...PASS THE BOOK

ASK "A":

A. At what age do you believe that children understand the concept of "human dignity?"

WAIT FOR THE ANSWER, THEN ASK "B"
(IF HE PASSES, TURN THE PAGE AND PASS HIM THE BOOK)

B. Do you believe that there are any instances when a child of this age should be punished physically for his behavior?

IF THE ANSWER IS "YES," ASK, Can you give us some examples, please.

PASS THE BOOK

ASK "A":

A. Do you believe that teachers exert a powerful influence on the kinds of behavior and values that their students acquire?

WAIT FOR THE ANSWER, THEN ASK "B"
(IF HE PASSES, TURN THE PAGE AND PASS HIM THE BOOK)

B. Would you support the hiring of a teacher who had once been convicted of growing marijuana?

WAIT FOR THE ANSWER, THEN...

...PASS THE BOOK

ASK "A":

A. Do you agree with the following statement:

"Some of today's youth feel that society is basically corrupt"?

WAIT FOR THE ANSWER, THEN ASK "B"
(IF HE PASSES, TURN THE PAGE AND PASS HIM THE BOOK)

B. What is the most recent thing you did to help change that viewpoint or to change society?

WAIT FOR THE ANSWER, THEN...

...PASS THE BOOK

ASK "A":

A. Is your school concerned with social problems as these problems are seen by the students?

WAIT FOR THE ANSWER, THEN ASK "B"
(IF HE PASSES, TURN THE PAGE AND PASS HIM THE BOOK)

B. How do the students help to shape the curriculum and the selection of staff?

WAIT FOR THE ANSWER, THEN...

...PASS THE BOOK

ASK "A":

A. Is your school concerned with large social issues?

WAIT FOR THE ANSWER, THEN ASK "B"
(IF HE PASSES, TURN THE PAGE AND PASS HIM THE BOOK)

B. How much does your school teach its students about organized crime? Why so much, or so little?

WAIT FOR THE ANSWER, THEN...

...PASS THE BOOK

138

ASK "A":

A. Do the majority of teachers in your school believe in the existence of God or in a Supernatural Power?

WAIT FOR THE ANSWER, THEN ASK "B"
(IF HE PASSES, TURN THE PAGE AND PASS HIM THE BOOK)

B. How is their belief transmitted to their students?

Should it be?

WAIT FOR THE ANSWER, THEN...

...PASS THE BOOK

We have just heard at least eleven and perhaps as many as twenty-two questions directed at our own beliefs and values.

Each of the issues which these questions touched on has a valuing element in it.

Before going on with this exercise, it would probably be helpful if we discussed any feelings we have as a result of hearing such a wide variety of questions and answers.

ALLOW THREE OR FOUR MINUTES FOR DISCUSSION THEN...

...PASS THE BOOK

IF A DISCUSSION IS GOING ON AT THIS TIME, LET IT CONTINUE FOR ANOTHER THREE OR FOUR MINUTES AT THE MOST THEN READ:

Would you please look at Figure 15 now.

Figure 15 has four questions which might help us to focus our feelings and impressions of this exercise.

One way to start this is for each of us to decide on an answer for questions number 1 and then share these.

How many of you feel your answer is "Never"? (ASK FOR SHOW OF HANDS)

How many answered "25% of the time"?

How many felt the answer was "50%"?

How many felt the answer was "75%" or "Always"?

Would anyone like to comment on how our group seems to have felt about these questions?

WAIT: THEN PASS THE BOOK

(Figure 15, see page 103)

AFTER ANY DISCUSSION IS OVER, ASK:

What about question 2 in Figure 15?
How many answered - "Never"? (ASK FOR SHOW OF HANDS)
- 25%?
- 50%?
- 75%?
- "Always"?

What do these answers seem to say about the kinds of questions which were designed for this exercise? What do these answers -- to question 2 -- say about us?

AFTER ALLOWING SOME TIME FOR DISCUSSION...

...PASS THE BOOK

Questions 3 and 4 are directed towards the same type of problem.

Let's answer question 3 first. How many would answer A?
How many would answer B?
C?
D?

What do our answers to these questions say about the types of questions that were asked? What do our answers say about us?

WAIT FOR ANY DISCUSSION, THEN READ:

Now let's consider question 4. How many picked A? B?

Would someone who picked B tell us why this was hardest?

GET AT LEAST ONE ANSWER TO EACH, THEN...

...PASS THE BOOK

Now let's consider Figure 16.

Each of us should try to rank order the six statements that are shown. Each of these statements relects a different attitude about this exercise and its relation to valuing.

Use a 1 for the statement that best summarizes what you feel now; a 2 for the next best statement, and so on until you have ranked all six statements from 1 through to 6.

GIVE YOURSELF AND THE GROUP TIME TO COMPLETE THIS THEN READ:

Now let's look at Figure 17.

TURN THE PAGE

(Figure 16, see page 104)

(Figure 17, see page 105)

Statements A, B and D reflect positive attitudes about the valuing process. Add up the ranks that you gave to these three statements. If you used ranks 1, 2 and 3 for these statements, your total would be 6.

How many scored 6? 7? 8? 9? 10?

If most of us scored a total of 10 or less for statements A, B and D, then we show agreement with the position taken in this exercise.

In other words, a low total of the ranks given to statements A, B and D means that we accept the values of this program concerning the frequency and importance of valuing.

TURN THE PAGE

IF THE GROUP HAS ALREADY DONE THE FIRST EXERCISE IN THIS BOOK, GO TO PAGE 73 OF THE "VALUING" PROGRAM.

IF THE GROUP HAS NOT DONE THE FIRST EXERCISE IN THIS BOOK ASK,

Do you now want to do the first exercise in this book on valuing and problem solving?

IF THE ANSWER IS "YES," GO BACK TO PAGE 1 OF THIS BOOK.

IF THE ANSWER IS "NO," TURN TO PAGE 73 OF THE "VALUING" PROGRAM.